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AUTHOR Orum, Lori S.
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ABSTRACT

Statistics on the educational status of Hispanic Americans are provided in this booklet. Primary focus is placed on participation in elementary and secondary schools, and on the factors that prevent school completion and access to higher education. High dropout rates, frequent below-grade-level enrollment, and an intensification of these problems among children of limited-English proficiency are some features of the Hispanic educational experience illustrated in the overview. The report is divided into six sections: (1) Demographic Overview; (2) School Enrollment; (3) Educational Condition; (4) Aspirations and Expectations; (5) Segregation; and (6) Postsecondary Education. Each section contains tables, charts, and commentary. A brief introduction asserts that the existing data reveal that Hispanics do not benefit from or participate in the nation's educational system to the same degree as other population groups; from kindergarten through college, proportionately fewer Hispanics than either Blacks or Whites are enrolled in schools. Furthermore, national data indicate that one-third of all Hispanics aged 18-21 have dropped out of high school, and emerging local data suggest that the proportion in some urban areas may be more than twice as high. Of Hispanics 25 and over, only 45.3% are high school graduates, and only 7.9% have completed college. (KH)

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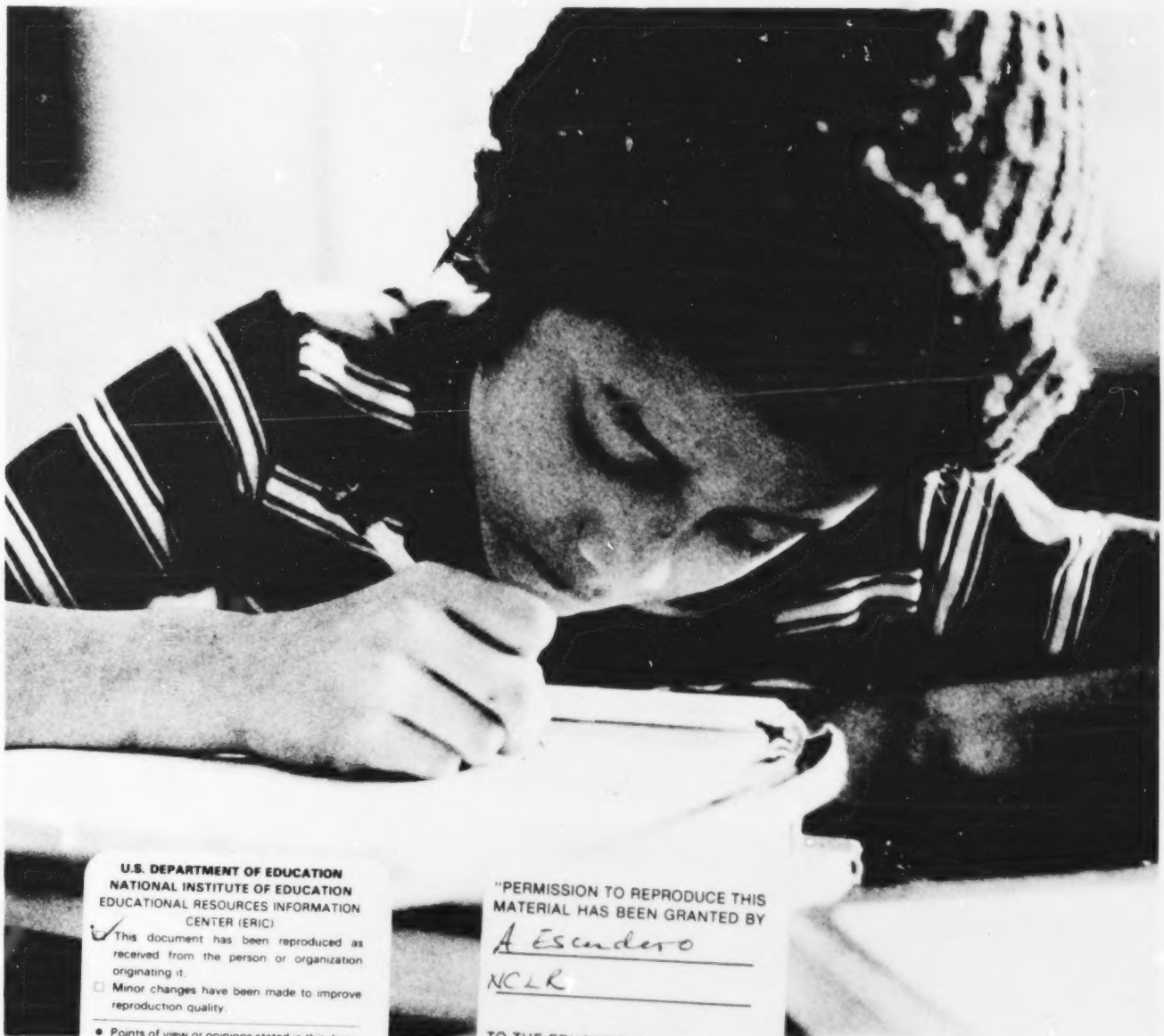

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THE EDUCATION OF HISPANICS:

SELECTED STATISTICS

Prepared by

Lori S. Orum
Senior Education Policy Analyst

National Council of La Raza
Number Twenty F Street, N.W.
Second Floor
Washington, D.C. 20001
(202) 628-9600

Raul Yzaguirre, President

July 1985

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INTRODUCTION

The purpose of this paper is to provide an overview of the educational status of Hispanic Americans, and quick and easy access to some of the recent and important data on education and Hispanics. The focus is on participation in elementary and secondary schools, and on the factors that prevent school completion and access to higher education. While the data in this paper should provide users with a basic profile of the educational condition of Hispanics, those requiring more information will find that data have been footnoted by source to facilitate further research.

This overview was designed for education policy makers, staff of community-based organizations, members of education associations and organizations, teachers, parents and members of the general public -- in short, for all those who need facts about the educational status of Hispanics relative to other population groups. Despite the fact that Hispanics are the most undereducated group of American children, and have an educational status unique from Whites and Blacks, separate educational data are not always available for Hispanics. Far too often studies and surveys report data in two categories -- White and minority -- leaving policy makers to guess the outcomes for Hispanics.

The existing data reveal that Hispanics do not benefit from or participate in the nation's educational system to the same degree as other population groups. From kindergarten through college, proportionately fewer Hispanics than either Blacks or Whites are enrolled in school. National data indicate that one-third of all Hispanics aged 18-21 have dropped out of high school; emerging local data suggest that the proportion in some urban areas may be more than twice that high. Of Hispanics 25 and over, only 45.3% are high school graduates; just 7.9% have completed college. High dropout rates, frequent below-grade-level enrollment, and an intensification of these problems among children of limited-English proficiency are some features of the Hispanic educational experience illustrated in this overview.

The data used here reflect some of the limitations of national efforts to collect, analyze, and publish data on Hispanics. The most apparent limitation is that the data are national in scope and do not portray the educational status of Hispanics in any one specific locality. Regional and subgroup differences are thus often submerged. The primary source of information for this overview is the Bureau of the Census; since the Census did not attempt to collect data on all Hispanics until 1980, a comprehensive longitudinal perspective on the characteristics of the Hispanic population does not exist. Though the Census collects data for Hispanics by subgroup, Mexican-American, Puerto Rican, Cuban, and Other Hispanic, Census publications usually collapse figures for subgroups into an aggregated Hispanic category. Though information based on a disaggregated Hispanic category may be available on Census data user tapes, the typical data consumer lacking a computer, funds or know-how has limited access to such materials. Recent budget cuts, resulting in fewer Census publications and reduced data availability, will limit any short-term improvement of this situation.

This overview was prepared by the Education Policy Analysis Project of the National Council of La Raza's Office of Research, Advocacy, and Legislation. Education Policy Analysis efforts are supported by funding from the Pew Memorial Trust, the Rockefeller Foundation and other foundation, corporate and unrestricted funds. Further information may be obtained from Lori S. Orum, the National Council's Senior Education Policy Analyst.

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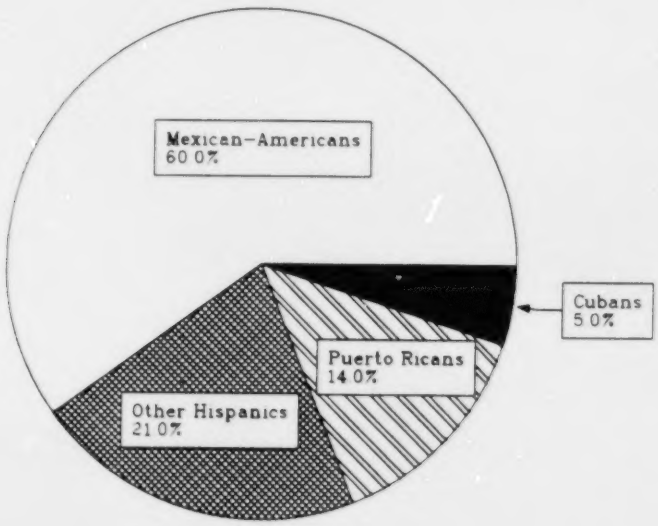
I. DEMOGRAPHIC OVERVIEW

A. Overview

Most federal agencies did not systematically collect data on Hispanics until 1974 when Congress specifically directed them to do so. Information on Hispanics continues to be confused by the fact that, over the years, many terms have been used to describe Hispanic Americans. Spanish surname, Spanish origin, Spanish parentage, and other terms have all been used to try to identify Hispanic Americans. The 1980 Census relied on self-identification, defining Hispanic Americans as those who responded affirmatively to the question: "Is this person of Spanish/Hispanic origin or descent?"

According to the 1980 Census, Hispanic Americans then numbered about 14.6 million, and represented 6.4% of the population of the United States. Although united by Spanish language background, the nation's Hispanic population is diverse, and is composed of three major subgroups, and an increasingly large residual category. Mexican Americans are the largest group, comprising 60% of the self-identified Hispanic population. Puerto Ricans account for 14%, and Cubans, 5.5% (See Figure 1.1). The remaining 21% of the Hispanic population is composed of other Hispanics. [1] This category includes individuals from Central and South America, Spain and Portugal, and some Filipinos. The category also includes substantial numbers of Mexican-Americans in such states as New Mexico and Texas who do not identify themselves as Mexican-American or Chicano. The Census figures for Hispanic Americans do not include about 3.2 million Puerto Ricans living on the island of Puerto Rico.

Figure 1.1



B. Geographic Distribution

While the nation's Hispanic population is relatively small as a proportion of the total U.S. population, it is increasingly visible because of its location in

major metropolitan areas, and the prosperous and developing Sunbelt. As of 1980, although Hispanics lived in every state in the country, 90% resided in only 15 states (See Figure 1.2). In addition, as of 1980:

- Two-thirds of all Hispanics lived in three states: 33% lived in California. 21% in Texas, and 11% in New York.
- Hispanics comprised more than 10% of the population in five states: New Mexico (36%), California (20%), Texas (20%), Arizona (16%), and Colorado (12%).
- Of the nation's 318 metropolitan areas, 46 had an Hispanic population of more than 10%. Of those 46 metropolitan areas, 41 were located in the Southwest, two in the East, one in the South, and one in the Northwest.
- In addition to clustering in certain locations, Hispanics were concentrated in certain regions according to subgroup. In 1980, 75% of Mexican Americans lived in California or Texas; about 50% of Puerto Ricans on the mainland were in New York; and 60% of Cuban Americans lived in Florida.
- Hispanics were the nation's most urban population, with 87% living in metropolitan areas. [2]

Figure 1.2

RANK ORDER OF THE 15 STATES WITH HIGHEST HISPANIC POPULATION

STATE	HISPANIC POPULATION	% OF POP. HISPANIC	% OF NATIONAL HISPANIC POP.
California	4,543,770	19.2	33.1
Texas	2,985,643	21.0	20.5
New York	1,659,245	9.5	11.4
Florida	857,898	8.8	5.9
Illinois	635,525	5.6	4.4
New Jersey	491,867	6.7	3.4
New Mexico	476,089	36.6	3.3
Arizona	440,915	16.2	3.0
Colorado	339,300	11.8	2.3
Michigan	162,388	1.8	1.1
Pennsylvania	154,004	1.3	1.1
Massachusetts	141,043	2.5	1.0
Connecticut	124,499	4.0	0.9
Washington	119,986	2.9	0.8
Ohio	119,880	1.1	0.8

Source: 1980 Census

C. Age, Birth Rates, and Growth

Hispanics are a young and growing population. The dramatic growth in the Hispanic population reported in the 1980 Census triggered a flurry of public debate about the "rising tide" of Hispanics, and the "dramatic influx" of immigrants -- both documented and undocumented — as a primary cause of the growth. Although Hispanic immigration has been significant, the apparent growth in the Hispanic population as of 1980 is primarily due to the following causes:

- The 1970 Census undercounted Hispanics by up to 40% and the 1980 Census provided a more nearly accurate count;
- Hispanics have a lower median age than other population groups, resulting in a higher proportion of women of child-bearing age; and
- Hispanic birth rates did not decline over the last two decades as did birth rates for the White and Black population.

Independent of continuing immigration, these last two factors ensure that the Hispanic population will continue to grow in the coming decades.

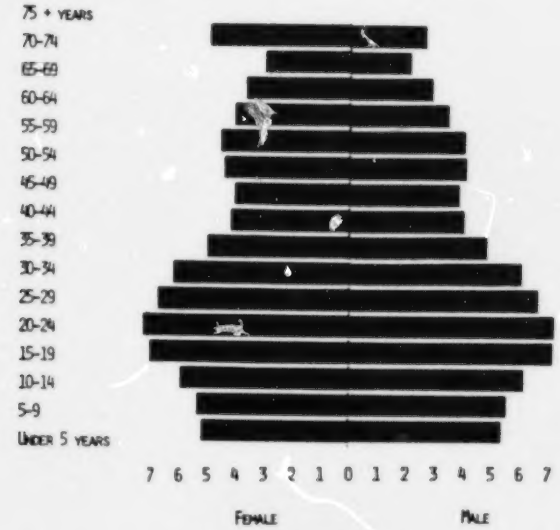
The age distribution of the Hispanic population is markedly different from that of the Black or White population. The distribution also varies among Hispanic subgroups (See Figures 1.3 and 1.4).

About one Hispanic in nine is a child under five years of age. The proportion of the population that is of school age is greater for Hispanics than for all other population groups. This large proportion helps explain why, in an era of declining public school enrollments, the Hispanic proportion of the public school population is growing. It also helps explain why education is of such intense interest and concern to Hispanics. Data show that:

- Hispanics have a median age of 23.2 years, as compared to a national median age of 30.6 years.
- Among the various Hispanic subgroups, median ages range from 20.7 years for Puerto Ricans to 33.5 years for Cubans. [3]
- In general, birth rates for Hispanics are considerably higher than for the population as a whole. For example, in 1980, there were 95.4 births per 1,000 Hispanic women ages 15-44, 53% higher than for White women (62.4) and 5% above the rate for Black women (90.7). [4] Mexican Americans have the country's highest birth rate. In 1980, 111.3 children were born for every 1,000 Mexican American women ages 15-44, 45% above the rate for Puerto Rican women (77.0), and 16.6% higher than the rate for Cuban women (41.9). [5]
- Mothers of Hispanic origin are less likely to be high school graduates than are non-Hispanic mothers. In 1980, only 49.0% of Hispanic mothers had

Figure 1.3

POPULATION DISTRIBUTION BY AGE, RACE, AND ETHNICITY



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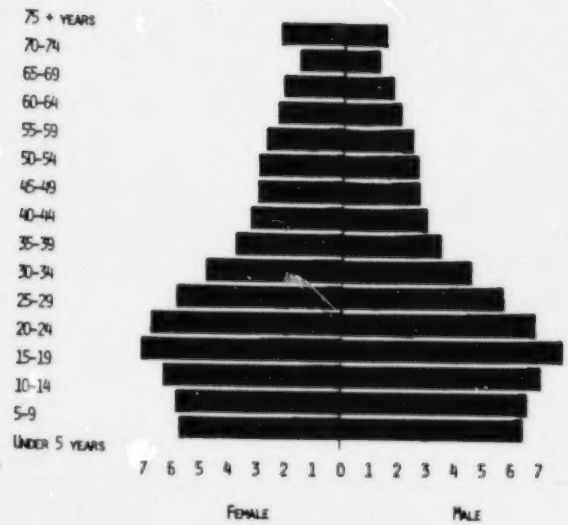

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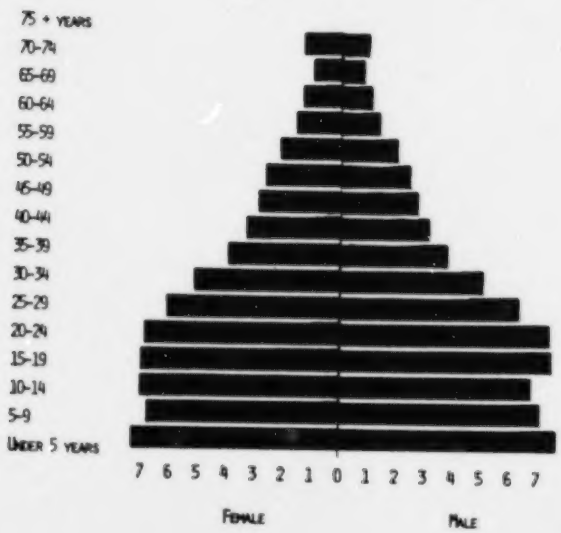
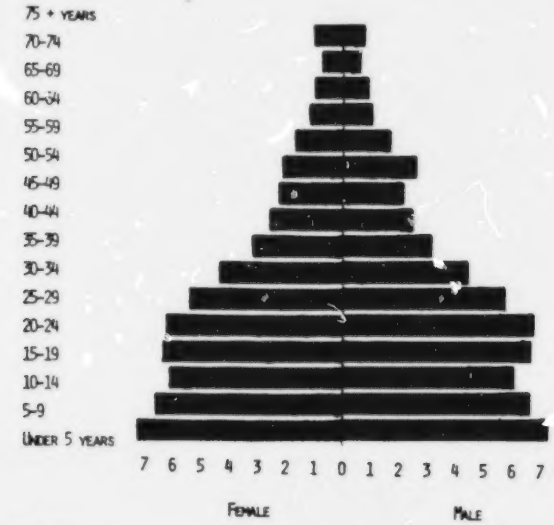


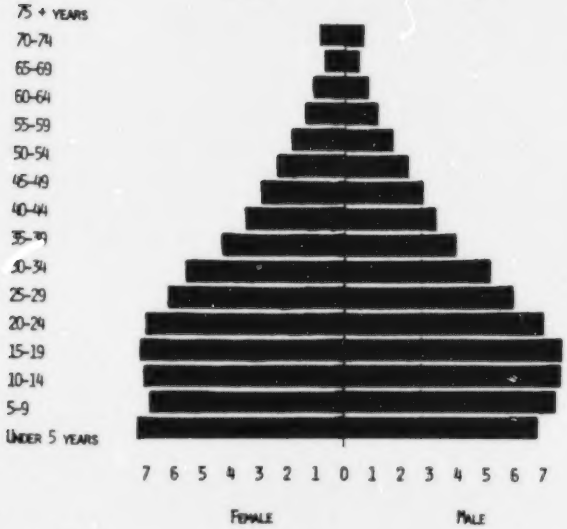
HISPANICS

Figure 1.4

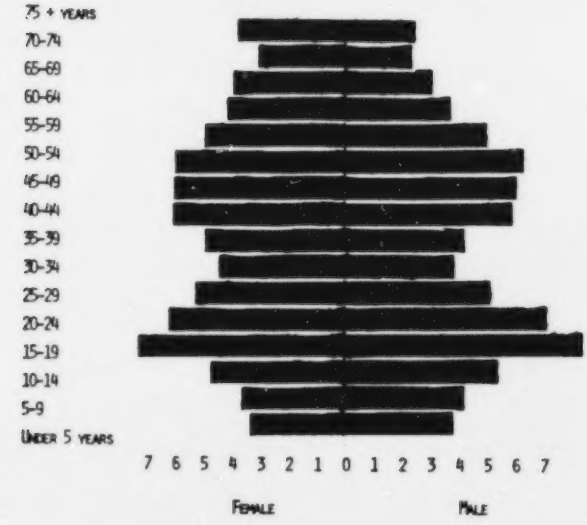
POPULATION DISTRIBUTION BY AGE AND HISPANIC SUBGROUP



MEXICAN AMERICANS



PUERTO RICANS



CUBANS

completed high school as compared to 81.9% of White mothers and 62.9% of Black mothers. In fact, 37.1% of Mexican American mothers, 22.0% of Central and South American mothers, and 16.8% of Puerto Rican mothers had completed fewer than nine years of formal education as compared to only 2.5% of White mothers and 4.8% of Black mothers. [6]

- Nearly 25% of all Hispanic-origin births in 1980 were to unmarried mothers. The proportion of non-marital births was 20.3% for Mexican Americans, 46.3% for Puerto Ricans, 10.0% for Cubans, 9.3% for Whites, and 56.4% for Blacks. [7]

- By the year 2000, the Hispanic proportion of the U.S. population is expected to increase from 6.4% (1980) to between 8.6% and 9.9%. The lower estimate projects a total of 23.1 million Hispanics, of whom 2.8 million (12%) would be new immigrants. The higher proportion reflects about 26.9 million Hispanics, nearly double the 1980's 14.6 million mark, and assumes higher fertility and more new immigrants -- about 5.1 million, or 19% of the total. Natural growth of the youthful native Hispanic population accounts for the bulk of the population increase under either projection. [8]

- Despite predictions of increasing immigration, approximately 75% of Hispanics are native-born U.S. citizens. A 1980 study by the National Center for Education Statistics (NCES) of high school sophomores and seniors found that among Hispanic subgroups, Mexican Americans have the highest percentage of native-born persons (sophomores, 88.2%; seniors, 89.4%;), and Cubans the lowest (sophomores, 52.7%; seniors, 48.0%). [9] The nativity rate for Hispanics was probably even higher than that reported in that study because of possible confusion over the meaning of "U.S.-born" in the Puerto Rican context. The survey question did not differentiate between the U.S. mainland and Puerto Rico. Puerto Ricans are, of course, U.S. citizens by birth.

D. Language Characteristics and Special Educational Services

The extent to which U.S. Hispanics retain their native language distinguishes them from other ethnic minorities, and gives a different dimension to their educational needs. Although the large majority of Hispanics speak Spanish -- with varying degrees of fluency -- the 1980 Census figures show that most Spanish-speaking families in the United States also speak English. Hispanics differ from other language-minority groups in that, although they acquire English at about the same rate as other groups, a very high percentage also retain native language skills. Studies have shown that:

- Most Hispanics speak English. Information from the 1980 Census indicates that approximately 5% of the U.S. population (11 million persons) speak Spanish at home. Of those individuals, 76% also reported that they speak English very well or well. Only about one-fourth of Spanish speakers reported that they do not speak English well or at all. [11]

- Although yielding nationally reliable data, a 1984 survey of Hispanics over 16 in 30 major Spanish markets by Yankelovich, Skelly, and White, Inc., indicated that 45% of the portion of the sample that reported speaking Spanish also described themselves as bilingual. Another 23% indicated that they speak enough English to "get by", and only 20%

indicated that they are Spanish monolinguals. The same study reported that 88% of Hispanics are fluent in Spanish, and 74% describe fluency in both English and Spanish as their language goal. [10]

- Spanish language background seems to affect the educational attainment of Hispanic students, whether or not they usually speak Spanish. A study by the U.S. Department of Education found that Hispanics from non-English language backgrounds were more than three times as likely as Hispanics from a strictly English language background to drop out of school. [12]

- There is a wide variance in the estimates of the numbers of limited-English proficient (LEP) children. This results primarily from the different definitions and assessment measures used to identify LEP children. The definition of a LEP child used by the federal government to determine those in need of bilingual education specifies that LEP children are those who have "sufficient difficulty speaking, reading, writing or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English." [13]

- Many attempts to count the LEP population, including the 1980 Census, have relied on subjective assessments by a child's parent or teacher about the child's degree of English proficiency. However, the 1978 Children's English and Services Study (CESS) illustrated the unreliability of using a subjective assessment of language ability. CESS data indicate that 72% of children identified by others as speaking English very well or well were, when tested, limited-English proficient. Additionally, assessing only English speaking ability does not take into account other English language skills such as reading and writing which are essential for school success. [14]

- The CESS study estimated that in 1978 there were 1.7 million Spanish-language background children ages 5-14 with limited-English proficiency, and:

  .. This number is projected to increase to 2.6 million by the year 2000. [15]

  .. Texas, California and New Mexico have the highest percentages of limited-English proficient persons, and 11 states have LEP rates above the national average of 2.3% of the state population (See Figures 1.5 and 1.6). [16]

- Not all schools assess children's language proficiency to determine whether or not they need special language assistance programs. The CESS study found that only 36% of children the study identified as LEP had been assessed by their schools for English language proficiency.

- Data from the CESS illustrated that even when schools do assess students' language proficiency, not all these children receive special instruction. Even in those states with the greatest numbers of limited-English proficient students, two-thirds of LEP children ages 5-14 receive no special language services.

E. Income

Income statistics indicate that Hispanic families earn substantially less than White families, and the gap is not narrowing. Earnings for employed Hispanics average about 30% less than for Whites, and during difficult economic times as well as good times, unemployment among Hispanics is usually 60% higher than among White Americans, and earnings for employed Hispanics average about 30% less than among Whites. Earnings are especially low for Hispanic females. [17] The data show that:

- In 1982, the median family income for the U.S. population was $23,433. For Whites, it was $24,603, for Hispanics $16,228, and for Blacks, $13,599. Hispanic family income was about 66% that of Whites.

- Hispanic Americans tend to earn less per hour than any other group. Thus, although Mexican American males have a higher annual income than Black males, they earn a lower hourly wage, but work more hours, on average.

- Women of every race and ethnic group earn less than men. However, Hispanic women employed full-time have the lowest incomes of any major population group; their median income in 1982 was just $11,363, as compared with $12,376 for Black women, $13,847 for White women, and $15,589 for Hispanic men.

- The percentage of Hispanic households headed by women varies substantially from state to state, from a low of 14.1% in Florida to a high of 42.6% in New York (1980 Census figures).

- Hispanic unemployment usually falls between rates for Blacks and Whites. The overall U.S. unemployment rate for 1984 (seasonally adjusted averages) was 7.5%. For Whites, the unemployment rate was 6.4%; for Blacks, 15.9%; and for Hispanics, 10.7%.

- According to data from the 1980 Census, a major cause of low income is occupation. Hispanics are less likely than non-Hispanics to be employed in professional and technical jobs (9% of Hispanics versus 17% of non-Hispanics) and in management positions (7% of Hispanics versus 12% of non-Hispanics), but more likely to be employed as operatives (23% of Hispanics versus 12% of non-Hispanics). Only 32% of Hispanics, versus 34% of Blacks and 42% of Whites, hold white-collar jobs.

Hispanics are almost twice as likely as White Americans to be poor, and recent economic conditions have contributed to an increase in poverty among Hispanics. Although Hispanics constituted 6.4% of the U.S. population, according to the 1980 Census, by 1982 they made up 12.5% of America's poor.

- In 1982, 29.9% of Hispanics lived below the federal poverty level, as compared to 12% of Whites and 35.6% of Blacks. For Hispanics, this represented an increase from 21.6% in 1978.

  - The percentage of Hispanic families living in poverty increased from about one in five (20.9%) in 1978 to more than one in four (29.2%) in 1982.

.. Poverty levels are especially high among female-headed households, and they seem to benefit less from good economic times. In 1982, 60.1% of Hispanic households headed by women were below the poverty level; in 1978 the percentage was 53.3%.

.. In 1983, approximately 38% of Hispanic children lived in poverty, as compared to 47% of Black children and 17% of White children. The rate of Hispanic children living in poverty has grown steadily since 1979 when 26% of Hispanic children lived in poverty. [18]

Figure 1.5
STATES WITH LIMITED-ENGLISH PROFICIENT STUDENTS ABOVE THE NATIONAL AVERAGE

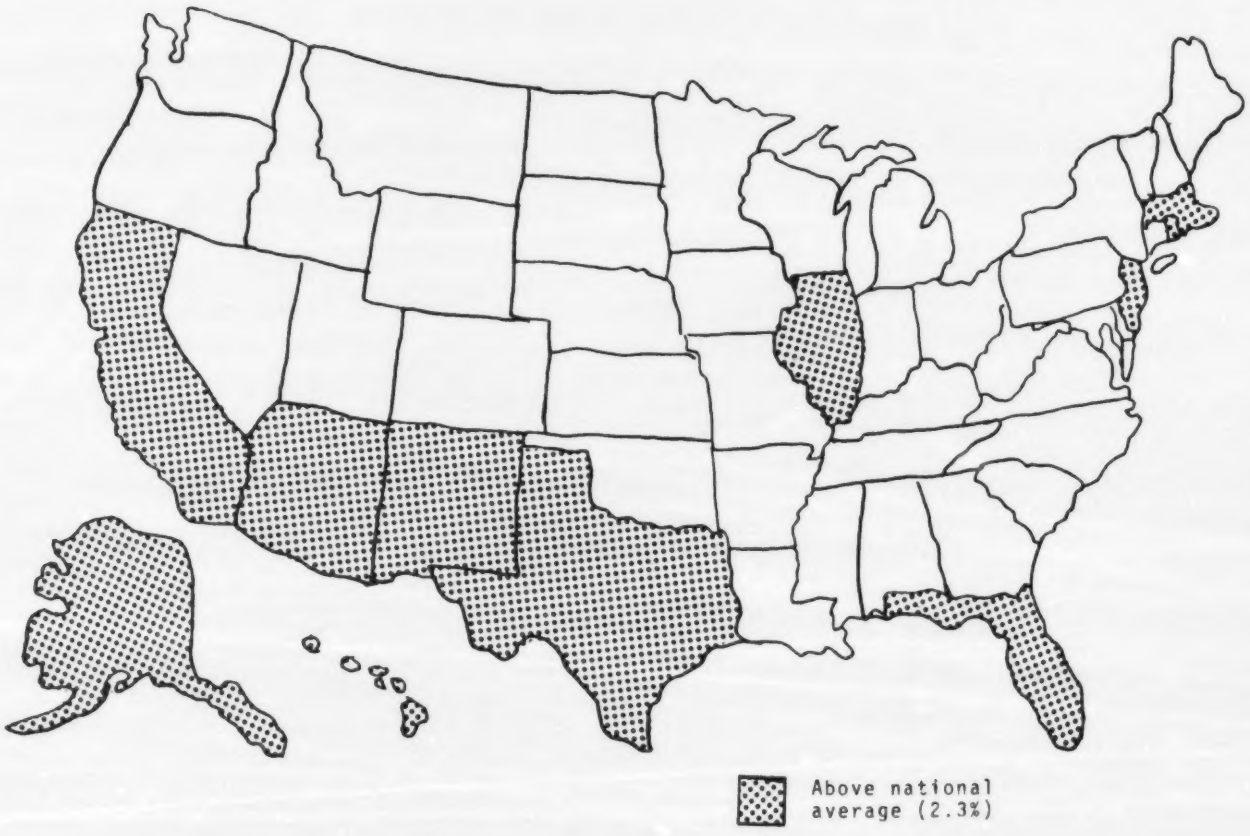
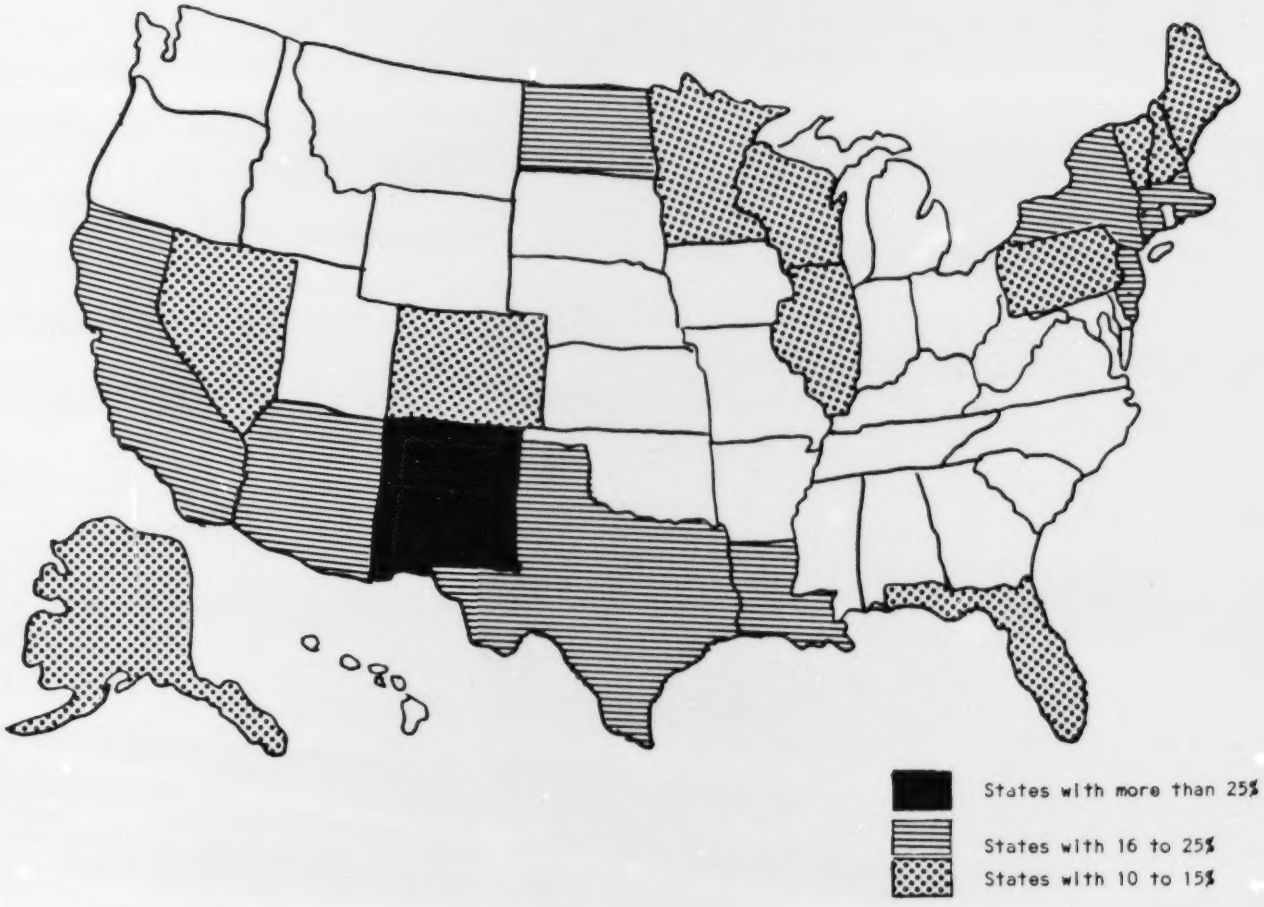


Figure 1.6

SPANISH LANGUAGE BACKGROUND PERSONS
AS A PERCENTAGE OF TOTAL STATE POPULATION



II. SCHOOL ENROLLMENT

A. Overview

Of the 39.6 million children attending public schools in the fall of 1982, 8% or approximately 3.2 million were Hispanic. [1] In several Western and Southwestern states, Hispanic children accounted for a much larger proportion of school enrollment. In 11 states, Hispanic children comprised more than 5% of the state's total school enrollment (See Figure 2.1). [2]

Figure 2.1

HISPANIC ENROLLMENT IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS AS A PERCENTAGE OF TOTAL STATE ENROLLMENT
(Selected States)

STATE	% Enrollment Hispanic
New Mexico	46.5
Texas	30.4
California	25.3
Arizona	24.2
Colorado	15.3
New York	12.0
New Jersey	8.0
Florida	7.9
Illinois	6.1
Connecticut	5.8
Wyoming	5.3

Source: U.S. Department of Education, Office for Civil Rights, 1980 Elementary and Secondary Civil Rights Survey.

The 1980 Census indicated that approximately 90% of Hispanics were enrolled in public schools. According to Census Bureau data from 1979, 88% of those Hispanics enrolled in private schools were enrolled in church-affiliated schools. [3] Data from the National Catholic Educational Association show that in the 1982-83 school year, Hispanic students represented 9.7% of elementary and 7.2% of secondary Catholic school enrollments. [4]

Approximately 27% of Hispanic students attended school in 19[illegible] in the 32 school districts which constitute the Council of Great City Schools. Hispanic enrollment in these large, urban districts grew by 27.8% between 1970-1980 according to a 1983 enrollment survey conducted by the organization. Member school districts with substantial Hispanic enrollments in 1982 are depicted in Figure 2.2.

Figure 2.2

GREAT CITY SCHOOL DISTRICTS WITH HISPANIC ENROLLMENTS ABOVE THE NATIONAL AVERAGE: 1982

School District	% Hispanic
Los Angeles, CA	49.0
Dade County, FL	38.8
Albuquerque, NM	38.5
Denver. CO	32.9
New York, NY	31.1
Dallas, TX	21.9
Long Beach, CA	21.2
Chicago, IL	20.4
San Francisco, CA	17.2
Boston. MA	15.1
Oakland, CA	10.7
Rochester. NY	10.6
National Average	9.0

Source: Casserly. M., Statistical Profiles of the Great City Schools, Washington, D.C., 1983.

B. Enrollment in Special Programs

Hispanic children are less likely to be placed in programs for the gifted and classes for honor students than are White or Black children. There are a variety of factors which contribute to this situation, including the low educational attainment of many Hispanic parents, the high percentage of the Hispanic population which lives in poverty, and the high percentage of Hispanic children who attend segregated schools.

Language proficiency also plays a role in enrollment decisions. Many times such educational "tracking" begins early in elementary school, before some very bright Hispanic children have become fully proficient in English. Also, fully two-thirds of children with limited-English proficiency do not receive any special language instruction to help them learn English; they are enrolled in "regular" classes and left to "sink or swim." Not surprisingly, many "sink" and are referred to remedial classes.

Additionally. very few special programs exist to serve Hispanic children who are limited in English proficiency. Even where bilingual programs and testing instruments in Spanish exist, there is often nowhere to place such children once they are correctly identified since bilingual gifted and talented and remedial programs programs are a rarity.

According to 1978 data from the U.S. Department of Education's Office for Civil Rights, Hispanic students constituted only 5% of all children enrolled in gifted and talented programs, although they then accounted for 6.75 % of the total school population. In contrast, White students constituted 75.3% of the total school population but 81% of enrollments in gifted and talented programs. [5]

Hispanics are similarly underrepresented in high school honors classes. The 1980 High School and Beyond Survey found that Hispanic high school seniors, as compared to all other racial/ethnic groups, were the least likely to participate in honors mathematics and English courses. [6]

The difference between enrollment levels in honors and remedial courses was also substantially greater for Hispanics than for Whites. Of White high school seniors, 23% were enrolled in honors mathematics, and 29% were enrolled in remedial remedial mathematics. However 18% of Hispanic seniors took honors courses in mathematics, while almost twice that percentage (38%) took remedial classes in the same area. [7]

C. Secondary School Curriculum

Choice of high school curriculum has important implications for a student's future academic options. In most schools, students choose their academic track early in high school -- or their counselors choose it for them. Academic, general, and vocational curricula generally prepare students for very different futures. Unfortunately. Hispanic students are disproportionately prepared for futures that do not include higher education. For example, studies have shown that:

- Data from the 1980 High School and Beyond indicate that by their senior year in high school, 73.8% of Hispanic youth have enrolled in curricular programs that make a college education improbable. [8]

- Of these, 40.5% of Hispanic high school seniors are enrolled in a general high school curriculum. Another 30.6% are in vocational programs, with the majority taking courses in business or office occupations. [9]

- Only 26% of Hispanic high school seniors are in a college-preparatory curriculum as compared to 39% of Whites, 32% of Blacks, and 52% of Asians. With only 23.7% enrollment in college-preparatory programs, American Indians are the only group less likely than Hispanics to attend college. [10]

- The 1982 Follow Up to the High School and Beyond Study reported that the percentage of Hispanic high school seniors in academic curricula had declined slightly to 25.0%. Enrollment in vocational programs had increased from 30.6% to 35.0%, and enrollment in general programs remained approximately the same at 40.0%.

Several factors influence student placement in specific curricular tracks. Students, parents and counselors all may be involved in these decisions, which are often made in junior high school. The limited academic attainment of many Hispanic parents restricts the guidance which they can offer their children with respect to curriclum choice, and leads Hispanic youth to rely on counselors and other sources of information, including peers and older friends. Data from the High School and Beyond Study indicate that Hispanic students believe that their teachers and counselors generally have low expectations for them. Further, data from a recent National Council of La Raza analysis of an Educational Testing Service study of career education and counseling reveal that Hispanic students are less likely than other groups of students to view their counselors as a resource. Counselors in schools with high Hispanic enrollments are also less likely to reach out to Hispanic students or engage in discussions and "counseling" regarding future careers. Instead, they most commonly reported waiting for the students to come to them, then referring them to written materials.

III. EDUCATIONAL CONDITION

A. Overview

By almost any measure, Hispanics are the most undereducated group of Americans. The educational condition of Hispanics has been characterized by below-grade-level enrollment, high dropout rates, high rates of illiteracy, and a low number of school years completed.

B. Enrollment Below Grade Level

Children who are significantly older than the average age for a given grade are said to be enrolled below grade level. Such enrollment may result from illness, frequent moves, or other factors which interrupt education. Frequently it is caused by a child's "failing" a grade and being kept back to repeat the failed year. Children who are enrolled below grade level are often significantly older than their classmates, frequently experience discipline problems, boredom and low self-image, and run a high risk of eventually dropping out of school. In addition, studies have shown that:

- School delay and and not socioeconomic background is the most important determinant of student achievement. Since below-grade-level enrollment occurs frequently among Hispanic youth, school delay is an important factor in the undereducation of Hispanics. [1]

- At each grade level there is a larger percentage of Hispanic children enrolled below grade level than White children. This is especially true for Hispanic youth aged 14-20. [2]

- Approximately 10% of Hispanic children aged 8-13, and about 25% of those aged 14-20, are enrolled below grade level. [3]

- A National Center for Education Statistics study of Hispanic achievement in American high schools discovered that 12.1% of Hispanic high school sophomores were enrolled two years below the grade level appropriate for their age, as compared to only 4.1% of White sophomores. [4]

- Likelihood of being enrolled below grade level increases if children were born outside the United States, speak a non-English language, or have parents with low educational attainment.

- Among Hispanics 8-13 years old living in homes where Spanish is sometimes or usually spoken, one-tenth were enrolled below the expected grade level for their age as of 1976, the last year for which such data are available. For 14-20 year olds, one-fourth were behind in school (See Figure 3.1). [5]

- Enrollment below grade level also varies by Hispanic subgroup. Puerto Rican and Mexican American youth are more likely to be enrolled two or more years below grade level than are other Hispanics. [6]

Figure 3.1

DELAYED EDUCATION BY LANGUAGE CHARACTERISTICS

Percent of Hispanic and White Students Aged 8-20 Enrolled Two Years or More Below Expected Grade Level, by Language Characteristics

Language Characteristics	Percent Enrolled Below Expected Grade Level /a			
	8 to 13 years		14 to 20 years	
	Hispanic	White, Non-Hispanic	Hispanic	White, Non-Hispanic
Mono-English Language Background /b	*	5	15	9
Non-English Language Background /c	10	7	25	10
Speak Only English Themselves /d	*	*	20	10
Speak a Non-English Language Themselves /e ..	12	8	27	13

*Percent not shown where the estimate is less than 20,000 persons.

a/ Below expected grade level for age is defined as: Eight years or older and enrolled in the first grade, nine years or older and enrolled in the second grade, etc. Also included are 20-year olds who were enrolled in the first year of college.
b/ English is the only language spoken in the household currently.
c/ A language other than English is sometimes or usually spoken in the household currently.
d/ The child speaks only English.
e/ The child sometimes or usually speaks a language other than English.

Source: Survey of Income and Education, Spring 1976.

C. Dropout Rates

A disproportionately high percentage of Hispanic youth leave high school without a diploma. Hispanic youth also drop out of high school at earlier ages than do either White or Black youth. For example:

- Data from a 1979 Census Bureau study showed that 35% of Hispanics 18-21 had dropped out of high school as compared with 25.5% of Blacks and only 15.5% of Whites. [7]

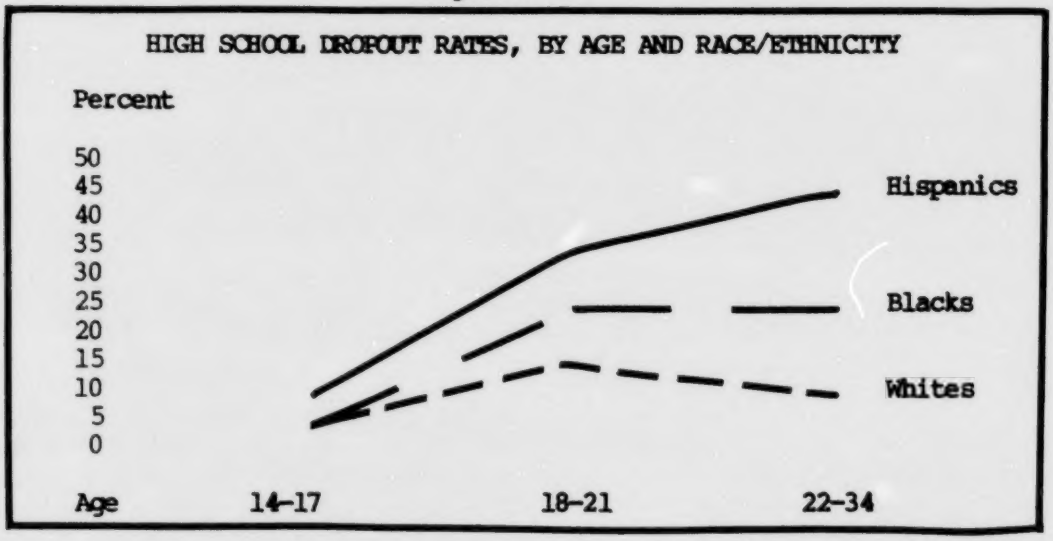
- Hispanics appear to drop out of school earlier than do other groups of students. Nine percent of Hispanics 14-17 years old have left school

without graduating, as compared to 5.3% of White youth and 5.2% of Black youth (See Figure 3.2). [8]

- Data from the 1982 Follow Up to the national High School and Beyond Study report that 18.7% of Hispanics who were sophomores in 1980 had dropped out of school by 1982, as compared to 17.1% of Blacks and 12.5% of Whites. Puerto Rican youth in this study had the highest dropout rate (22.9%), followed by Mexican Americans (21.5%), Cubans (19.4%) and other Hispanics (11.4%). However, as the National Commission on Secondary Schooling for Hispanics noted when presenting these data, these out-of-school rates do not include students who had left school before the spring semester of the tenth grade in 1980. According to the Commission, "about 40% of all Hispanic dropouts leave school before the spring semester of the tenth grade." [9]

- Although these dropout rates are very high, and reflect a large gap gap between Hispanics and Whites, dropout rates for older Hispanics are even higher. For example, Hispanics born between 1951 and 1955 had only about the same chance of completing high school (58.6%) as Whites born between 1920 and 1924 (59.6%). [10]

Figure 3.2



For certain groups of Hispanics, such as women, non-metropolitan area residents, Mexican Americans, Puerto Ricans, and non-English speaking Hispanics, dropout rates are especially high. Since much of the available data on Hispanic dropouts is based on an aggregated Hispanic category, dropout rates for these subpopulations are likely to be substantially higher than figures based on aggregated data. For example:

- By age 17, 20.9% of Hispanic females have left high school without a diploma. Hispanic females are more likely to drop out of school than are Hispanic males, and are more likely than other groups of women to be high school dropouts. In 1979, of Hispanic women 16-24, 34.2% were high school dropouts as compared to 31.5% of Hispanic males, 12.8% of White females and 20.0% of Black females. [11]

- Of non-metropolitan Hispanics aged 14-34, 44.8% have dropped out of high school as compared with only 15.2% of White non-metropolitan youth. [12]

- In 1983, only 50.3% of Hispanic 18-19 year olds had graduated from high school as compared to 75.6% of Whites and 59.1% of Blacks. The percentage has not improved appreciably since 1972, when only 46.3% of Hispanic 18-19 year olds had graduated. [13]

- Data suggest that school attrition rates for Puerto Ricans and Mexican Americans begin as soon as junior high school, and as early as ages 14 and 15. These rates accelerate at ages 16 and 17. In comparison, Black dropout rates are almost identical to those of Whites until age 17, when they increase sharply (See Figure 3.3). [14]

Figure 3.3

PERCENTAGE OF HIGH SCHOOL DROPOUTS, BY AGE AND RACIAL/ETHNIC GROUP
(Weighted Five-Year Averages, 1794-1978)

Group	Percentage Dropouts by Age											
	14	15	16	17	18	19	20	21	22	23	24	25
Whites	1%	2	6	10	13	16	18	17	18	18	18	18
Blacks	1	2	6	12	20	27	27	30	31	32	29	28
Mexican Americans	2	6	26	23	31	41	43	45	50	51	56	53
Puerto Ricans	2	4	12	19	36	42	52	49	54	62	41	56

Note: A dropout was defined as any person who, at the time of the survey, was not a high school graduate and was not enrolled in school.

Source: Minorities in American Higher Education, Alexander Astin, Jossey-Bass 1982.

- Language background is also related to high school completion. Hispanics with a non-English backgound who usually or sometimes speak Spanish are about three times as likely to drop out of school as Hispanics with an English-only background. Even those Hispanics with a non-English background who no longer speak Spanish are less likely than Hispanics with an English-only background to complete high school. [15]

Some studies have suggested that participation in extracurricular activities is associated with lower dropout rates. However, fewer Hispanics than Blacks or Whites participate in these activities (See Figure 3.4). [16]

Figure 3.4

PERCENTAGE OF HIGH SCHOOL SENIORS PARTICIPATING IN EXTRACURRICULAR ACTIVITIES IN 1980, BY RACE AND ETHNICITY

ACTIVITY	WHITES	BLACKS	HISPANICS	AMERICAN INDIANS	ASIANS
Varsity Sports	34.8	35.5	32.8	42.1	29.5
Other Sports	40.6	42.6	38.6	51.9	28.4
Cheerleading/Pep Club	14.6	16.7	11.6	16.7	14.2
Debating/Drama	15.0	14.0	10.1	17.7	12.3
Band/Orchestra	14.7	15.1	11.3	10.6	17.3
Chorus/Dance	19.8	27.6	17.3	22.4	20.0
Honorary Clubs	17.4	12.2	11.3	13.1	22.7
School Newspaper	19.7	16.6	15.0	24.9	20.7
Student Government	17.3	21.6	15.9	19.9	22.9

Source: High School and Beyond Study, 1980.

There are a variety of reasons why students leave high school without receiving a diploma. Studies have suggested several common factors which identify potential Hispanic dropouts. Some of these are personal characteristics; some are characteristics of the schools they attend. Personal characteristics include high rates of absenteeism, lack of academic success, repeated suspensions, low parent involvement, teenage pregnancy, and low self-esteem. School-related factors include lack of Hispanic role models among teachers and other school staff, lack of support from school counselors, work-study and cooperative education programs which underserve Hispanics, lack of appropriate programs to meet language needs, and the fact that many Hispanics attend school in districts with low per-pupil expenditures, high pupil/teacher ratios, and limited resources. Being overage for their grade also appears to contribute to a student's likelihood of dropping out of school, and at each grade level a larger percentage of Hispanic children are enrolled below grade level than White children.

The 1982 Follow Up of the High School and Beyond Study asked Hispanic youth who had been sophomore participants in the 1980 Study and subsequently dropped out of school about their reasons for leaving school. Those responses are presented in Figure 3.5.

Figure 3.5
REASONS GIVEN BY DROPOUTS FOR LEAVING HIGH SCHOOL

	Male		Female	
	National	Hispanic	National	Hispanic
School-Related				
Expelled or suspended	13	17	5	4
Had poor grades	36	34	30	32
School was not for me	35	25	31	24
School too dangerous	3	1	2	3
Didn't get into desired program	8	7	5	5
Couldn't get along with teachers	21	17	10	12
Family-Related				
Married or plan to	7	10	31	33
Was pregnant	N/A	N/A	24	25
Had to support family	13	17	8	11
Peer-Related				
Friends were dropping out	7	3	2	3
Couldn't get along with students	5	7	6	6
Health-Related				
Illness or disability	5	2	7	6
Other				
Offered a job and chose to work	27	26	11	13
Wanted to enter Military	7	4	1	1
Moved too far from school	2	3	5	2
Wanted to travel	7	3	7	6

Note: Students could report more than one reason

Source: High School and Beyond Follow Up Study, 1982, as quoted in "Make Something Happen," Volume II, Hispanic Policy Development Project 1984.

- Responses varied by region. For example, approximately 24% of Hispanic students in the Middle Atlantic Region (New York, New Jersey and Pennsylvania) reported inability to get along with teachers as a reason for leaving school as compared to only 10% of Hispanic students in the Pacific Region (California, Washington, Oregon, Alaska and Hawaii).

- Hispanic females in the East North Central Region (Wisconsin, Illinois, Indiana, Ohio, and Michigan) were particularly likely to report pregnancy as a reason for leaving high school. Of the female Hispanic students in this region, 46% reported leaving school due to pregnancy as compared to 24% of Hispanic females in the Middle Atlantic Region, 16% in the South Atlantic Region (Florida, Delaware, Maryland, Washington, D.C., West Virginia and North Carolina), 22% in the West South Central Region (Texas, Arkansas, Oklahoma and Louisiana), and 29% in the Pacific Region.

- Hispanics in the Middle Atlantic Region were more likely to report leaving school because of an obligation to support the family than Hispanic youth in other regions. Approximately 21% of Hispanic youth in the Middle Atlantic Region reported this reason for dropping out as compared to 17% in the Pacific Region, 13% in the South Atlantic and West South Central Regions, and 6% in the East North Central Region.

- Very few Hispanic students in the East North Central Region (3%) described being offered a job and choosing to work as a reason why they left school, but this was a frequent reason in other regions, reported by 26% in the South Atlantic Region, 25% in the Middle Atlantic Region, 24% in the West South Central Region, and 16% in the Pacific Region.

- Expulsion or suspension from school was most likely to be listed as a reason for dropping out in the East North Central Region (16%), as compared to the Middle Atlantic Region (13%), the South Atlantic Region (12%), the West South Central Region (10%), and the Pacific Region (7%).

D. Years of School Completed

Not only are Hispanic dropout rates higher than for other population groups, but since Hispanics leave school at earlier ages, they complete fewer years of school than other population groups. The median number of school years completed by Hispanics 25 years and over is 10.3 years, as compared to 11.9 years for Blacks, and 12.5 years for Whites. [17] Additionally, studies on school completion show that:

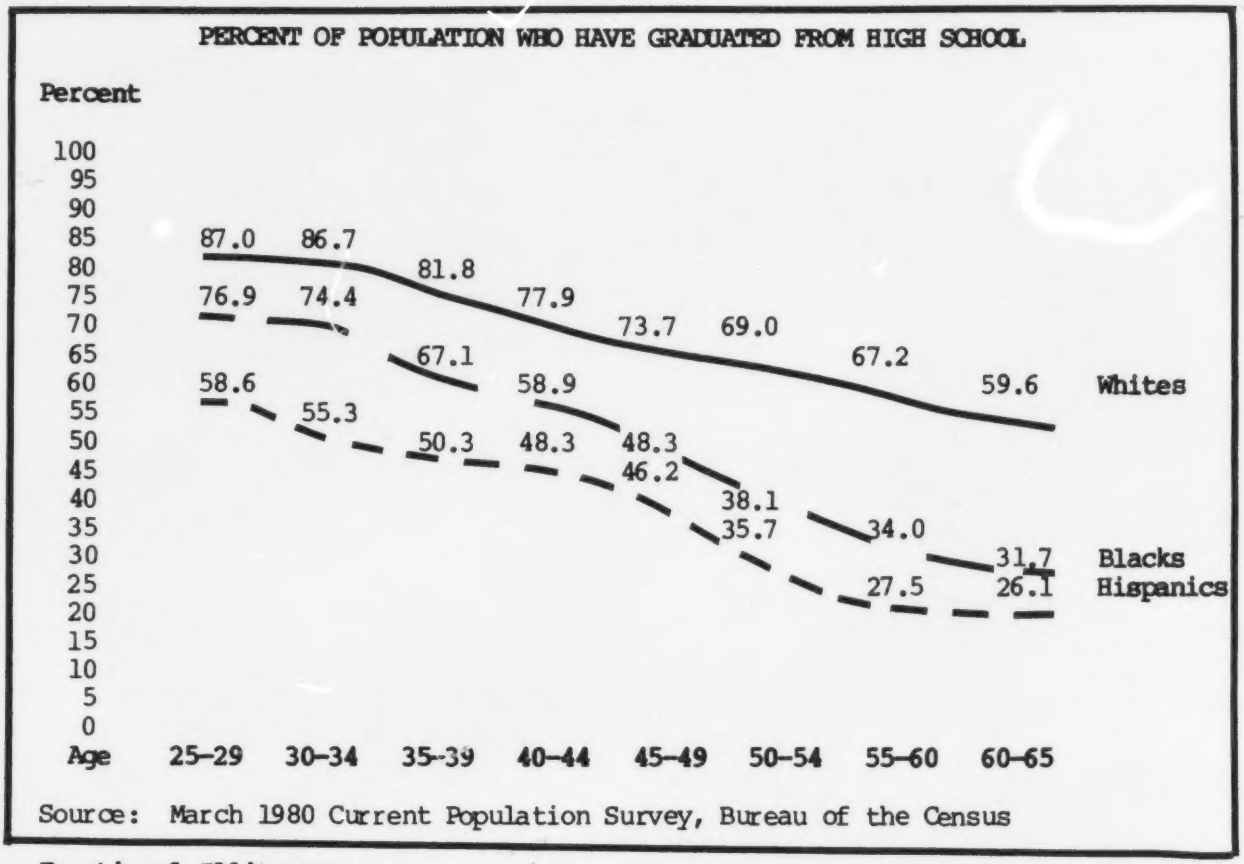
- Only 45.3% of Hispanics 25 years and older have completed high school, as compared to 51.2% of Blacks and 70.5% of Whites (See Figure 3.4). [18]

- The number of school years completed by Hispanics living in non-metropolitan areas, especially by Hispanic farmworkers, is far less than for the typical Hispanic.

  - Census Bureau studies in 1978 showed that, on the average, Hispanic farmworkers 25 years and over had completed only 5.4 years of school; one in five migrant workers over 30 had never been in a classroom. [19]

  - A 1978 study by the Department of Agriculture found that just 35.5% of all non-metropolitan Hispanics had completed four or or more years of high school as compared to 63% of non-metropolitan Whites. [20]

Figure 3.6



Source: March 1980 Current Population Survey, Bureau of the Census

E. Functional Illiteracy

There are a variety of ways to describe and measure functional illiteracy. Most commonly, it is defined as not having completed fifth grade. However, recognizing that fifth-grade reading skills are not adequate for competent participation in our increasingly complex society, some researchers are beginning to define literacy based on practical and functional criteria. Since none of these definitions includes literacy in a non-English language, it is very likely that many Hispanics are classified as illiterate, when in reality they may be literate in Spanish but limited in English proficiency. However, by almost any definition of illiteracy, Hispanics have disproportionately high rates of illiterate individuals.

If illiteracy is defined by failure to complete the fifth grade, data from 1979 classify 18% of Hispanics, and 2% of Whites 25 years and older as functionally illiterate. Non-metropolitan Hispanics have an especially high rate of illiteracy using this standard; 26% are functionally illiterate, compared to 3% of the White rural population. 21 Another 1979 study found that of the various Hispanic subgroups, Mexican Americans have the highest rate of functional illiteracy (23.1%) followed by Puerto Ricans (15%), Cubans (9.3%), and other Hispanics (5.9%). 22 When literacy is defined by such practical criteria as ability to interpret a bus schedule, address a letter so that it reaches its destination, or read an explanation of finance charges from a bank, research indicates that 56% of Hispanic Americans could be considered functionally illiterate, in comparison with 47% of Blacks, and 16% of Whites. 23

IV. ASPIRATIONS AND EXPECTATIONS

A. Overview

Hispanic youth have aspirations, expectations, and post-high school plans similar to those of other youth. However, their self-assessed ability to fulfill these aspirations is below that of other population groups. Data from the 1980 High School and Beyond Study clearly reflect these differences. The subsections below summarize Hispanic aspirations, expectations and perceived ability to meet their goals, as compared with other population groups.

B. Occupational Aspirations

Aspirations reflect dreams -- what students would like to accomplish -- and not necessarily what they may actually expect to achieve. It is on this measure that there are the fewest differences between Hispanics, Blacks and Whites:

- Occupational aspirations reported by Hispanic, Black, and White high school seniors are generally similar (See Figure 4.1) [1]

Figure 4.1

OCCUPATIONAL ASPIRATIONS OF HIGH SCHOOL SENIORS FOR AGE 30

Occupation	% of Hispanic Students	% of Black Students	% of White Students
Clerical	12.3	12.3	9.2
Craftsman	8.9	5.9	8.5
Farmer	2.2	.5	2.2
Homemaker	2.0	1.2	3.2
Laborer	1.9	1.1	2.2
Manager, Admin.	5.1	8.2	6.9
Military	2.8	4.3	1.6
Operative	4.2	2.7	2.6
Professional I	22.7	27.3	26.7
Professional II (Advanced)	11.7	11.6	12.6
Proprietor-Owner	3.5	3.0	4.1
Protective Services	2.5	1.0	1.8
Sales	2.0	2.4	2.1
School Teacher	3.9	2.9	4.1
Service	3.8	3.7	3.5
Technical	8.8	10.0	7.8
Not Working	0.1	0.2	1.0

Source: National Center for Education Statistics, "High School and Beyond Study," 1980.

- A slightly smaller percentage of Hispanic students than White or Black students have career aspirations requiring a college education; 34.4% of Hispanics, 38.9% of Blacks, and 39.3% of Whites aspire to professional or advanced professional occupations. [2]

C. Educational Expectations

Expectations reflect reality -- a student's best judgment about what is likely to come to pass. Differences among population groups are more apparent using this measure. Data from the 1980 High School and Beyond Study show that:

- Expectation of educational attainment varies among Hispanic subgroups. Cubans have much higher educational expectations than do Mexican Americans, Puerto Ricans, or other Latin Americans; 54.9% of Cubans expect to receive some level of college education as compared to 33.1% of Mexican Americans, 34.5% of Puerto Ricans and 36.7% of other Latin Americans (See Figure 4.2).

Figure 4.2

AMOUNT OF SCHOOLING YOU THINK YOU'LL GET

	% by Race/Ethnicity			% by Hispanic Subgroup			
Level	White	Black	Hispanic	Mexican American	Puerto Rican	Cuban	Latin American
Below High School	0.3	0.7	1.0	1.1	1.1	0.7	1.0
High School Graduate	19.7	16.3	24.0	23.5	26.6	12.1	26.4
Voc. Ed.- Less than 2 years	8.3	7.0	8.2	9.1	8.0	3.3	7.6
Voc. Ed.- More than 2 years	10.9	14.5	13.1	14.9	14.3	7.6	10.6
College - Less than 2 years	2.6	2.5	4.1	4.5	3.9	4.9	4.2
College - 2 years +	12.5	11.5	13.4	13.4	11.6	16.5	13.4
College Graduate	26.0	24.3	19.2	19.0	15.8	22.1	20.0
Master's	11.2	11.9	9.0	8.6	11.2	17.2	7.2
Ph.D., MD or Adv. Degree	8.4	11.3	7.8	6.1	7.5	15.6	9.5

Source: High School and Beyond Study, 1980.

- Although a similar percentage of Blacks (52.5%), Whites (54.3%) and Hispanics (53.5%) expect some level of college education, their expectations for completing college differ. Only 36.0% of Hispanic youth expect to graduate from college or obtain advanced degrees, compared to 47.5% of Black, and 45.6% of White youth. [4]

D. Plans and Belief in Ability

Though a similar percentage of Hispanic, Black, and White students plan to go on to college, Hispanic students appear to be more uncertain of their ability to complete college than either Whites or Blacks:

- According to 1980 data, 65.6% of Hispanics, 71.6% of Blacks, and 68.4% of White high school seniors planned to enter college immediately, or one to two years after high school (See Figure 4.3). [5]

- Of the 65.5% of Hispanic seniors planning to go to college, only 36.9% felt they definitely had the ability to finish their college education, compared to 48.5% of Whites and 49.6% of Blacks. (See Figure 4.4). [6]

- Another 28.4% of Hispanic seniors were not sure, doubted, or felt they definitely could not complete college, compared to 19.4% of Black students and 18.9% of White students (See Figure 4.5). [7]

- Self-assessed ability to complete college also varies among Hispanic subgroups. Compared to other Hispanic subgroups, Mexican American youth were the least likely to feel capable of finishing college (See Figure 4.5) [8]

- The educational expectations of Hispanic Americans correspond to their attitudes about their ability to complete college. Approximately the same percentage of Hispanic high school seniors who expected to receive college degrees (36.0%) felt they definitely had the ability to complete college (See Figure 4.4) [9]

Figure 4.3

PLAN TO GO TO COLLEGE IN THE FUTURE

When	% of Hispanics	% of Blacks	% of Whites
Next Year	52.9	59.3	59.5
After 1 Year	8.4	8.0	6.9
After 2 or more Years	4.3	4.3	2.0
Don't Know	12.9	13.3	10.0
No	21.4	15.1	20.5

Source: High School and Beyond Study, 1980.

Figure 4.4

PLANS, EXPECTATIONS, AND ABILITY TO COMPLETE COLLEGE

%	Plan to Go to College	Expect to Complete College	Definite Ability to Complete College
White	68.4	45.6	48.5
Black	67.3	47.5	49.6
Hispanic	61.3	36.0	36.9

Source: High School and Beyond Study, 1980.

Figure 4.5

BELIEF IN ABILITY TO COMPLETE COLLEGE

	% by Race/Ethnicity			% by Hispanic Subgroup			
Response	White	Black	Hispanic	Mexican American	Puerto Rican	Cuban	Latin American
Yes, Definitely	48.5	49.6	36.9	33.0	46.4	50.8	38.1
Yes, Probably	32.6	30.9	34.6	37.3	27.0	33.5	32.4
Not Sure	12.9	14.1	21.3	22.4	19.1	10.1	22.4
I Doubt It	3.7	3.2	4.3	4.7	1.6	5.4	4.3
No, Definitely	2.3	2.1	2.8	2.6	5.8	0.2	2.8

Source: High School and Beyond Study, 1980.

E. Fulfillment of Student Expectations

Comparing the educational expectations of high school seniors in 1972 with their attainment in fall 1979, the National Longitudinal Survey of the Class of 1972 found that Hispanics were much less likely to fulfill their expectations of receiving a college degree than either Blacks or Whites: 67% of Hispanic seniors expecting college degrees did not receive degrees, versus 63% of Blacks, and 44% of Whites. 10

V. SEGREGATION

A. Overview

Although school segregation declined for Black Americans over the last decade, school segregation for Hispanics increased to the point that Hispanics now have the dubious distinction of being not only the most undereducated group of American children, but also the most highly segregated.

Given the irregular enforcement of federal court desegregation decisions, near absence of federal desegregation assistance funds, tight local school budgets, and the increasing number of Hispanics as a proportion of school district enrollments, this trend will probably continue into the future.

B. Comparisons Between Hispanic and Black Segregation

As Hispanic public school enrollment rose from 5.1% in 1970 to 8% in 1980, so did the segregation of Hispanic students. By 1980, Hispanics were the nation's most segregated school children:

- In 1980, 68.1% of Hispanic children attended schools with minority enrollments of 50% or higher.
- More than one-fourth of Hispanics attended schools with minority enrollments of 90-100%. [1]
- Between 1968 and 1980, the segregation of Black students declined in every region of the country except the Northeast, while the segregation of Hispanic students increased nationwide. [2]
- Though Black students are still more likely than are Hispanic students to attend schools with minority enrollments of 90-100%, Black enrollment in the nation's most segregated schools fell by 31.1% between 1968 and 1980, while Hispanic attendance in those same schools rose during the same period by 5.7%. [3]

C. Regional Differences

Data show that the segregation of Hispanic school children varies by region. Segregation is also the most severe in some of the areas most heavily populated by Hispanics. For example, New York, Texas, New Jersey, and Illinois are among those states with the largest Hispanic public school enrollments; the highest incidence of Hispanic school segregation can also be found in those four states. [4] For example:

- The typical Hispanic student in New York attends a school that is only 21% non-minority. In New Jersey, the non-minority enrollment in public schools attended by the typical Hispanic child is 26%; in Texas, 28%; in Illinois, 32%. [5]
- Increases in Hispanic segregation vary regionally Although the Northeast is the most segregated region of the country for Hispanics, it reported the lowest increase in Hispanic public school segregation from

1968-1980. Segregation in the Midwest in 90-100% minority schools grew rapidly, nearly doubling in the last decade. Another sharp increase occurred in the West, in the proportion of Hispanics attending schools with 50-100% minority enrollment. [6]

- The numerical effect of this increase in segregation is particularly dramatic in the West, where 44% of Hispanic school-aged children reside. Segregation in the West rose by 21.1% between 1968 and 1980. [7]

- Hispanic enrollment in extremely segregated schools — schools with 90-100% minority enrollment — increased most in the Midwest, where segregation of Hispanic students rose to 12.8%. In comparison, Black enrollment in Midwestern schools with 90-100% minority enrollment declined to 7.8% [8]

Attendance in a school with limited numbers of non-minority students is not the only way that Hispanic students are segregated. Even within integrated" schools, Hispanic students may be segregated by classroom assignment patterns. Sometimes special education, English as a Second Language (ESL) and bilingual programs are used in a way that leads to segregation of Hispanic students within the school.

Hispanic children and youth, especially those of limited-English proficency, may also suffer isolation imposed by barriers of language and culture when schools fail to design instructional programs that meet their unique needs.

VI. POSTSECONDARY EDUCATION

A. Overview

The high proportion of Hispanics who leave school without receiving a high school diploma dramatically affects the number of Hispanics eligible to attend college. Low high school completion rates mean that many Hispanics are not eligible even to apply to institutions of higher education. Low grade-point averages, low standardized entrance test scores, and limited financial resources further limit the choices of many Hispanic youth. Of the small proportion who do attend college, many enter two-year community colleges, and most never complete a four-year degree.

B. Eligibility for Postsecondary Education

As previously noted, approximately 50% of Hispanic youth leave high school before graduating and thus are — except for those who go on to secure a General Education Development (GED) certificate — ineligible to apply for postsecondary education. The pool of those eligible for admission to most four-year colleges and universities is further reduced by the fact that almost three out of four Hispanic high school seniors are enrolled in a non-college preparatory curriculum in high school. Among Hispanics who receive high school diplomas, about half never go on to college. Even those who have graduated from high school with a collegepreparatory course of study are less likely than White students to be eligible and competitive

for admission to four-year colleges and universities. They are also less likely to enroll when eligible.

Since most four-year colleges and universities require the Scholastic Aptitude Test (SAT) or the American College Test (ACT), students who do not take these tests are not likely to be admitted. Hispanics are less likely than other groups of students to take these tests. Although 52% of Hispanic high school seniors in 1980 indicated that they planned to attend college in the next year, only 28% of those students had taken the SAT, compared to 34% of Blacks, and 38% of Whites. [1] The low percentage of Hispanic students who had taken SATs and applied to colleges may be partly due to the fact that community colleges, where most Hispanics who go to college are enrolled, often do not require such tests, and some do not require as much advance time for applications.

Hispanic youth who do take the SAT generally have scores which are substantially lower than those of White students. The College Entrance Examination Board reports that Hispanic test-takers have mean scores of 376 (verbal) and 420 (mathematics), as compared to White test-takers who have mean scores of 445 (verbal) and 487 (mathematics). The SAT scores of Hispanics are lower than those of other language minorities such as Asians and American Indians, but higher than those of Black test-takers (See Figure 6.1). [2]

Figure 6.1

NATIONAL MEAN SAT SCORES BY ETHNIC GROUP

	White	Black	Hispanic	Asian	Am. Indian
Verbal	445	342	376	398	390
Mathematics	487	373	420	519	427

Source: College Entrance Examination Board: Profile, College Bound Seniors, 1984

These low test scores limit opportunities for Hispanics at private highly selective universities and at public four-year colleges and universities. For example, in California, where the state operates both the University of California (UC) and the California State University (CSU) systems, few Hispanic high school graduates are eligible to apply for admission. According to the California Postsecondary Education Commission, while 15.5% of White California high school graduates meet the eligibility criteria to apply to the UC system, only 4.9% of Hispanic graduates meet the admission guidelines. In the CSU system, which has somewhat lower grade and entrance examination score requirements, 33.5% of White graduates meet the admission guidelines, compared to only 15.3% of Hispanic graduates. [3]

C. Type of Post-Secondary Education Sought

Many factors influence choice of a postsecondary institution -- grades, college entrance examination scores, financial resources, willingness to live away from home, career objectives and type of course offerings sought, experience of family and friends, etc. A combination of these factors contributes to the fact that Hispanic students are more likely to attend community colleges than any other group of students, and are more likely to attend school on a part-time basis:

- Data from the 1980 High School and Beyond Study show that only 47.9% of Hispanics applied for admission to one or more colleges, as compared with 62.7% of Blacks, and 64.6% of Whites. [4]

- Fully 52.7% of Hispanic students planned to attend a two-year college, compared to 39.5% of Blacks and 47.0% of Whites. [5]

- More Hispanic than Black or White students who plan to go to college planned to attend on a part-time basis; 44.2% of Hispanics intended to attend college part-time, compared to 32.6% of Blacks and 34.1% of Whites. [6]

In contrast to application strategies of most Black and White youth, who reported applying to several schools to increase their chances of being accepted, most Hispanic seniors indicated that they had applied to only one school.

D. Enrollment

Although 55% of Mexican Americans and Puerto Ricans aged 18-34 are high school graduates, in 1977 only 22% of Mexican Americans, and 25% of Puerto Ricans who graduated from high school that year, entered college (See Figure 6.2). [7]

In 1980, Hispanics who make up at least 6.4% of the U.S. population and a somewhat higher percentage of young adults, accounted for 3.9% of the total enrollment in all institutions of higher education. White students constituted 81.3% of enrollment and Black students 9.1%. [8] Data show that:

- Hispanic students are least likely to be enrolled in universities. Of those Hispanic youth enrolled in institutions of higher education in 1980, only 13% were enrolled in universities, compared to 25% of Whites and 14.2% of Blacks. [9]

- Hispanic students are the most likely to be enrolled in public institutions. In 1980, 86.1% of Hispanic college students were enrolled in public institutions, compared to 77.8% of Whites and 79.1% of Blacks. [10]

- Hispanics are most likely to be enrolled in two-year community colleges. Fully 54.1% of Hispanics pursuing higher education in 1980 were enrolled in two-year colleges, compared to 36.2% of Whites and 42.7% of Blacks. [11]

- Although some students who enroll in two-year colleges do transfer

to four-year institutions and complete bachelor's degrees, such students enrolled in two-year colleges are less likely to complete four-year degrees. Data indicate that more than twice the number of students in four-year institutions complete a B.A. within nine years than do students who begin their education in two-year colleges. [12]

- According to data from the High School and Beyond Study, among Hispanic subgroups, Mexican Americans have the lowest proportion of students in college, followed by Puerto Ricans, and then Cubans — whose college attendance rates at that time (prior to the arrival of the Mariel Cubans) were similar to those of Whites.

The low number of Hispanics enrolled in universities may in part be explained by the fact that, for a variety of reasons, many eligible Hispanic high school graduates do not apply for admission to such schools. Recent data from the California Postsecondary Education Commission suggest that Hispanic high school graduates eligible for admission to the University of California system are less likely to enroll than other groups of students. In fact, the Commission suggests that eligible Hispanic students are 19% less likely than the average student to enroll in the U.C. system. [13]

Though the number of Hispanic college graduates has increased in recent years, educational gains have not kept pace with the growing number of college-aged Hispanics:

- Between 1975 and 1979, the population of Hispanics 18-20 increased by 8%, but the college enrollment of Hispanics aged 18-20 fell by 1.9%. [14]

- Despite the appearence of increased access to higher education through affirmative action programs, proportionately fewer Hispanics attended college in 1980 than in 1975.

E. Financial Aid

The availability of student financial aid is not the sole determinant of whether eligible youth actually enroll and attend college; however, financial aid and the perception that resources are available are often critical factors in the postsecondary decisions of low-income students.

While the rising costs of higher education create a financial burden on all families, financial costs pose particular barriers for Hispanic families, 27% of whom live below the federal poverty level. Student financial aid makes it possible for many low-income youth to attend college, but such resources have been cut over the last few years and the percentage of higher education costs which must be borne by families has increased. According to the American Association of State Colleges and Universities, the average out-of-pocket family contribution for postsecondary education increased by 11.8% between 1978 and 1983, after adjustment for inflation. This increase in family cost was not evenly distributed among all population groups; however. The actual cost for Hispanic families rose by 21.5% as compared to increases of 12.2% for White families, and 0.9% for Black families. [15]

In addition to an overall decline of 15.5% in available aid since 1978, there has been a shift from grant aid to loans and work study and an easing of the income restrictions for student aid eligibility -- resulting in the eligibility of more middle-income students for aid. However, the maximum grant — targeted to low-income students — has not been significantly increased in the last 10 years and inflation and rising college costs have eroded its purchasing power tremendously. [16]

F. Postsecondary Educational Attainment

Admission to college does not guarantee completion of a four-year program, nor receipt of a degree, and attrition rates for Hispanics in postsecondary institutions are high. Despite the relative educational improvements in the last decade, far fewer Hispanics than Blacks or Whites are college graduates. Specifically:

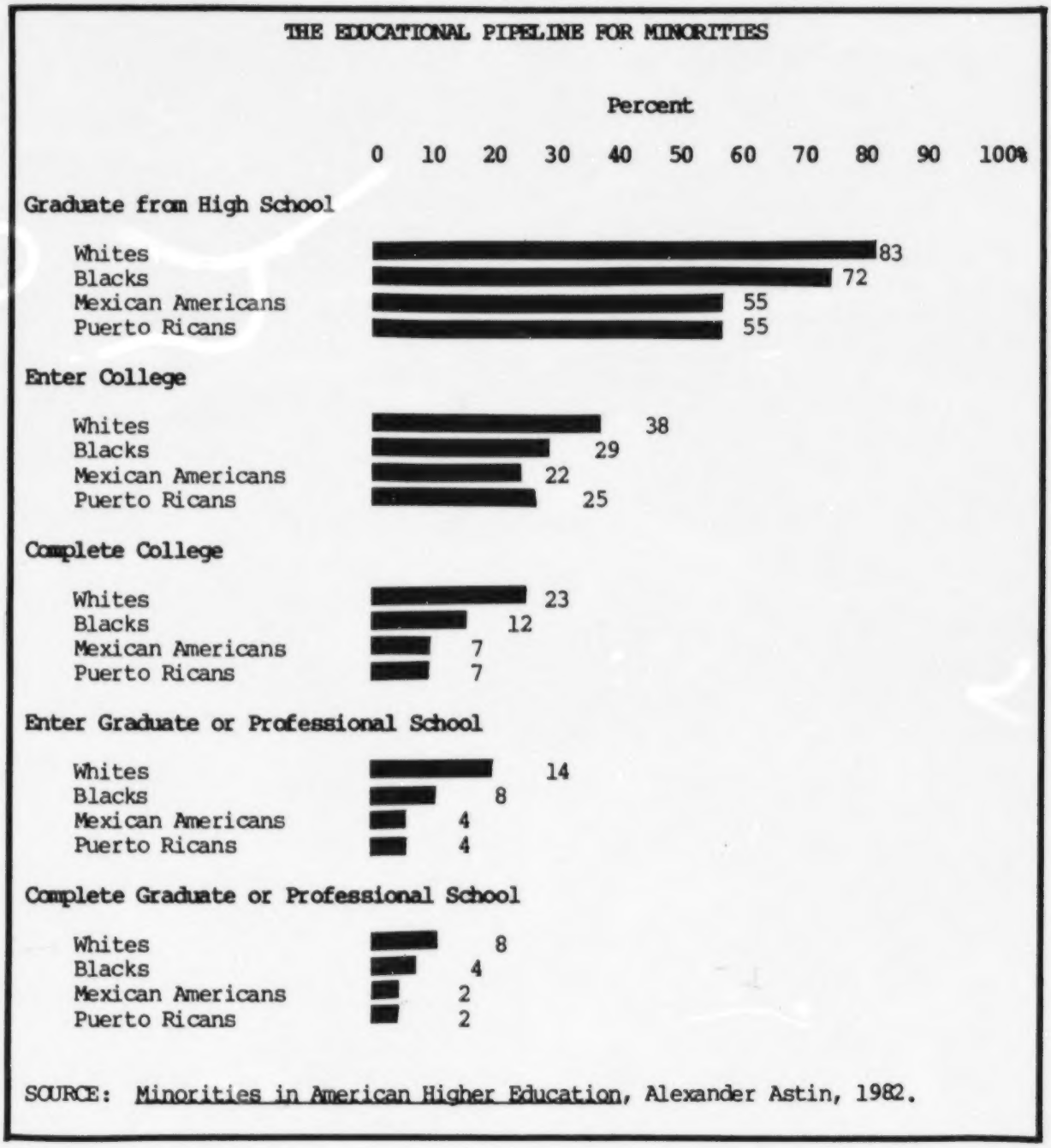
- According to the 1980 Census, only 7.9% of Hispanics 25 years and over have completed four or more years of college, as compared to 17.8% of Whites.

- In 1980-81, Hispanics earned only 2.3% of all bachelor's degrees, 2.2% of Master's degrees, 1.4% of Doctor's degrees, and 2.2% of all professional degrees. [17]

- While 61% of White youth entering college earn degrees, only 31.8% of Mexican Americans and 28% of Puerto Ricans finish college. Blacks are the only group less likely than Hispanics to complete college. Only 24.2% of Black students who enter college complete their college education. [18]

- Hispanics as a group are the least likely to complete bachelor's degrees within four years of entering college. Data from the National Longitudinal Survey indicate that 31% of White, 24% of Black and 13% of Hispanic students who entered college in 1972 had completed degrees by 1976. [19]

Figure 6.2



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NATIONAL COUNCIL OF LA RAZA

STRUCTURE AND MISSIONS

The National Council of La Raza (NCLR), now in its eighteenth year, exists to improve life opportunities for Americans of Hispanic descent. A nonprofit, tax-exempt corporation established in Arizona, the Council is now among the largest national Hispanic organizations. NCLR identifies four major missions:

- Technical assistance and constituency support to Council affiliates and to other Hispanic community-based organizations, elected and appointed officials, and entrepreneurs;
- Applied research, public policy analysis, and advocacy on behalf of Hispanic Americans;
- Public information activities designed to inform Hispanic communities and the general American public about Hispanic history and culture, contributions, needs, and concerns; and
- Catalytic special and international projects, including coalition efforts and innovative projects which often can be "spun off" to become independent entities.

NCLR's formal affiliate network includes 75 Hispanic community-based organizations in 19 states and the District of Columbia; these affiliates represent more than one million Hispanic Americans and have a combined annual budget of about $67 million. Each is an independent organization with its own staff and board of directors. Affiliates are both urban and rural, and serve every Hispanic subgroup. The majority are located in the Southwest and Far West, but an increasing number are east of the Mississippi River. Most affiliates carry out human services and/or community development efforts; about half run employment and training or education projects.

The Council's affiliates and many other Hispanic organizations receive assistance from La Raza's Washington, D.C., headquarters and from its program offices in Phoenix, Los Angeles, and Edinburg, Texas. The La Raza Education Network includes 400 organizations and individuals, the Policy Analysis Network about 375, and the general network more than 3,000.

During most of the past decade, Council funding was predominantly federal; today, La Raza is 85% privately funded, with more than 40% of its funding from corporations, and much of the remainder from foundations.

LEADERSHIP

The Council is governed by a 30-member Board of Directors, including 28 elected members, the President, and the non-voting Legal Counsel. Board membership must be reflective of the varied Hispanic population in terms of

subgroups and regional representation, and half the elected Board members represent Council affiliates or other constituencies. The Board membership must be half male, half female. The current Council officers include Chairperson Ed Pastor, County Supervisor for Maricopa County, Arizona; First Vice Chairperson Cecilia Sandoval, Executive Director of the Hispanic Women's Council in Los Angeles; Rita DiMartino, District Manager for Public Relations at AT&T in New York; and Secretary-Treasurer Santiago Rios, Field Director of the Dallas Region for McDonald's Corporation.

Raul Yzaguirre, Council President and Chief Executive Officer, has provided staff leadership to the Council for 11 years.

APPLIED RESEARCH, POLICY ANALYSIS, AND ADVOCACY

The National Council's applied research, policy analysis, and advocacy activities are carried out through the Office of Research, Advocacy, and Legislation (ORAL). Funding for this unit comes primarily from foundations.

Legislative advocacy, a small but important part of Council activities, is carried out in accordance with regulations governing 501(c)(3) tax-exempt organizations, and is, of course, always nonpartisan and nonpolitical.

The Council carries out applied research and policy analysis, generating fact-based information for public- and private-sector policy makers and for use by the Hispanic community and the media. Current policy analysis priorities include education, employment and training, immigration, housing and community development, business and economic development, civil rights enforcement, and political empowerment. The Council attempts to concentrate its policy analysis efforts in a limited number of issues for maximum impact.

NCLR's policy analysis products are now widely read by Hispanic and non-Hispanic leaders and policy makers, including members of Congress and their staffs, state and local officials, and corporate officials. During 1983-84, NCLR played a major role in the reauthorization of the federal Bilingual Education Act, and the Council takes major responsibility for Hispanic-focused policy analysis related to immigration reform issues. The Council has provided ongoing monitoring of the implementation of federal employment and training programs, especially the Job Training Partnership Act (JTPA) and its implications for Hispanics. Policy analysis staff have also monitored changes in civil rights protections and enforcement, and provided an Hispanic perspective on policies regarding housing, community development, and budget issues.

TECHNICAL ASSISTANCE AND CONSTITUENCY SUPPORT

The Council's Office of Technical Assistance and Constituency Support carries out a variety of capacity-building activities, primarily under the aegis of Project RAICES (Redevelopment Assistance in Community Enterprises and Services), which is designed to help Hispanic Americans enter the nation's economic mainstream by making possible comprehensive, coordinated capacity-building assistance. Training and individual assistance are provided in housing and community development, economic and business development, employment and training, community facilities and services, organizational development, and resource mobilization. RAICES personnel assist Hispanic

community-based organizations, including local development corporations; public officials in urban and rural communities with large Hispanic populations; and Hispanic entrepreneurs.

Since its initiation two and one-half years ago, Project RAICES has helped to generate about $9.7 million in funding for target communities and organizations, primarily in the Southwest and Far West. This includes about $4.7 million in private investment. The ratio of funds generated to funds expended is now about $22.39 to $1. Over the next five years, community development projects made possible partly or totally through RAICES efforts will create at least 762 jobs, or one job for every $568 spent to date by Project RAICES. The project has facilitated the construction of 46 housing units for low-income, elderly, and handicapped individuals, and 42 more are in development. Employment and training funding received by Hispanic community-based organizations as a result of RAICES services will make possible the training of more than 1,000 youth and adults in California and Texas.

PUBLIC INFORMATION AND MEDIA RELATIONS

The Council carries out public information activities designed to increase public and Hispanic community awareness of its activities and public policy positions, and of the contributions made by the La Raza network of Hispanic community-based organizations. The Council publishes a quarterly newsletter, El Noticiario.

The Council now has a computerized media list of nearly 900 broadcast and print media outlets, including well over 100 Hispanic newspapers, magazines, and broadcast stations. La Raza sends them news releases to publicize major policy analysis products, state Council positions on key policy issues, and announce press conferences and Council events. The La Raza President also prepares a biweekly editorial which is distributed to more than 20 Hispanic newspapers and magazines. Council staff are frequently contacted by the media to provide background information or Council positions on policy issues.

The Council also carries out media activities through its subsidiary, La Raza Production Center. LRPC produces television programming designed to appeal not only to Hispanics, but also to the general population; it provides accurate and culturally sensitive information about Hispanics, and presents positive role models for Hispanic youth.

LRPC's first major production was Latin Tempo, a weekly half-hour news magazine now in its fourth season and carried in 18 major Hispanic markets. It is supported by advertising revenues, primarily from major corporations. LRPC also produces a series of one-hour documentaries for the Public Broadcasting System. Three Hispanus documentaries have been aired, and two others are now in development, with funding provided by major corporations. LRPC is developing several other productions, and also provides production equipment and camera crews on contract to other media entities, and contracts with corporations for training films, advertisements, and other video services. LRPC development has been assisted by a Program-Related Investment (PRI) loan from the Ford Foundation.

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